



PSYCHOLOGY
INTENT STATEMENT

Gunnersbury's Catholic School Mission Statement

"Gunnersbury Catholic School strives to educate all its pupils within an environment where the Catholic traditions of learning, truth, justice, respect and community are promoted."

'Ad Altiora' - 'To Higher Things.'

- Every Catholic school has a mission statement that encapsulates its distinctive job or core purpose.
- The mission statement **puts faith at the heart of all we do at school** and incorporates our school motto.
- It speaks of inclusivity and respect, that we understand as important Gospel values.
- It reminds us that Christ is at that centre of all that we do and by extension, as his creations we are all obligated to treat every member of our community with respect and love.
- It speaks of our aspirations for all in our community and our will to do all we can to make these a reality

INTENT

We aim to create the very best Psychology students, who can take the knowledge and skills learned in lessons and use them to progress further in their futures. The aim of the Psychology curriculum is to equip students with the appropriate knowledge and skills needed to be able to understand and explain the causes of human behaviour and the impact of this behaviour on wider society. We do this by creating high quality learning environments, which ensure that students understand underlying Psychological principles and can apply them in a variety of familiar and unfamiliar contexts. We want students to be able to think analytically and reach logical conclusions based on scientific evidence. Our curriculum at Gunnersbury Catholic School goes far beyond what is taught in lessons, for whilst we want students to achieve the very best examination results possible, we believe our curriculum goes beyond what is examinable. Our curriculum in Psychology supports the mission statement of the school;

"Gunnersbury Catholic School strives to educate all its pupils within an environment where the Catholic traditions of learning, truth, justice, respect and community are promoted.

It encourages all to engage in as broad an interpretation of education as is possible, and one which is in keeping with the motto 'Ad Altieri' - 'To Higher Things.'"

Students are constantly challenged to work collaboratively and think independently when engaging in all lessons and class debates. Through teacher modelling, we encourage our students to demonstrate manners, respect and tolerance to one another in Psychology lessons. This allows students to express themselves in a confident and productive manner. Lesson materials are engaging to promote topical discussion and encourage students to develop an enquiring mind. As a knowledge based curriculum, we believe that knowledge underpins and enables the application of

skills; both are entwined. Content is delivered to students and then built upon through a variety of practice questions, with regular quality feedback being given to support student progress. The knowledge acquired then allows students to develop their analytical and critical thinking skills.

Cultural Capital is embedded throughout the Psychology curriculum. Our students are introduced to a wide variety of viewpoints from some of the most influential Psychologists throughout history. We study the impact that their work has had on the world we live in and students are encouraged to make links between their studies and real life examples. They are expected to analyse the relative contributions of competing theories in order to discuss their impact on our understanding of human behaviour and society as a whole. In addition to our aims, our curriculum design includes revisiting and building on existing knowledge. We ensure the level of challenge is high enough for the most able, with scaffold and support available for students who need it.

IMPLEMENTATION

The expertise of our subject teachers allows for the integral development of our students from Year 12 into Year 13. Students are encouraged to develop skills that will support them not just in their A-Level studies, but also in their future educational and career prospects.

There has been careful consideration and mapping of our curriculum to allow for sequencing and development of skills in the subject. We use all available resources and teaching strategies to ensure that students have a comprehensive knowledge of the specification and are capable of going beyond what is taught in lessons. Techniques to help develop long-term memory and help student's master subject content are embedded in the curriculum. For example, much of the Parallel work and assessment points throughout the two-year course will include both current and previously taught content, to ensure that students constantly revisit and review their learning. Students are also required to complete tasks that will develop their transferable skills e.g. collaborative teamwork, analysis, literacy and numeracy tasks.

To complement the schemes of work, students also engage in Psychology through attending revision conferences with examiners and other experienced practitioners. These activities allow students to gain valuable insight into the subject and the demands of the examination. Students are also encouraged to explore the applications of Psychology by attending a 'Phobias' session at London Zoo, which allows them to see how the theory they learn in lesson is applied to both understanding and helping people with a phobia of a spider. All of these extra-curricular activities help to build enthusiasm for the subject and allow students to develop a genuine interest in many of the topics covered in lessons.

IMPACT

We know our curriculum is working in the Psychology department as examination results are consistently above the national average in all of the AQA data, and we are also well represented in the school. The quality of teaching and learning in Psychology has been praised during learning walks by both external and internal observers. The engagement of students in the department can be observed in lessons and in talking with students. The number of students choosing to study Psychology A-Level is very high and a number of our students go on to study the subjects further at university. More importantly, students frequently express their enjoyment of Psychology, the quality of teaching they have received and their appreciation of the knowledge and study skills they have gained from the department.